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ABSTRACT

This manual is designed to inform local school district personnel of career education concepts and practices. These materials, representing a one-day workshop, consist of nine activities. Topics covered in the activities are an overview of the workshop, definitions of career education, and differences between career and vocational education; career education values and implications; and the historical background of career education (including legislation), the need for career education, career education goal areas, elements of an operational career education program, and infusing career education into a course of study. The activities contain a statement of purpose, information on which to base lectures and discussions, and specific instructions for implementing suggested exercises. Ten activity handouts are provided. These include a workshop agenda, career education definitions, a personal career line, a career education goal area game and answer sheet, an instrument for assessing career education programs, and a description of the elements of an operating career education program. (Five other career education workshops covering career education linking agents, program design, program improvement, opinion surveys, and school improvement processes are available separetely through ERIC--see note.) (MN)

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CAREER EDUCATION:
CONCEPTS AND PRACTICES

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U S DEPARTMENT OF HEALTH,
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ACKNOWLEDGEMENT

For two years, the Career Preparation Component of Research for Better Schools, Inc. (RBS) has been working collaboratively with schools, intermediate service agencies and state education departments to plan, implement, and support career education activities in schools in Delaware, New Jersey, and Pennsylvania. The activities suggested in this workshop are based on RBS experience in working with the staff members of these agencies. The author wishes, therefore, to acknowledge the many contributions of these professionals to this work.

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OVERVIEW

The purpose of this one-day workshop is to inform participants of career education concepts and practices. It is assumed that after attending this workshop, participants will be prepared to teach others about career education.

The target group for this workshop is local school district personnel who have little or no knowledge of career education.

OBJECTIVES

Upon completion of this workshop, participants will have:

- examined several definitions of career education and discussed their differences
- discussed the differences between career education and vocational education
- identified some of their own values and the implications of these values with respect to career education
- examined the reasons why career education is needed
- considered the major career education goal areas (i.e., knowledge of self and others, career awareness and exploration, career planning/decision-making, career preparation, and career entry and progression)
- determined which career goal areas could be included in "exemplary" career education programs
- identified program components which could be combined to teach career education
- described ways in which career education can be infused into an existing course of study.

DIRECTIONS TO THE TRAINER

1. The following pages describe activities which can be used to present the topics included in this workshop. The trainers may present these activities exactly as described or they may alter, delete, add or change the order of activities according to the needs of the participants.

2. Handouts which accompany this workshop are listed in the table of contents and are printed on white paper to facilitate copying. Plan to have one copy of each handout for each participant available at the start of the workshop.

3. The time needed for this workshop is approximately six hours. Estimated times needed to complete an activity are included in each activity description. The activities may be presented during a one-day workshop or they may be parcelled out into several workshops.

4. Both italics and roman type will be used in activities in this workshop outline. The words in italics are addressed to you, the trainer, and the words in roman type give information you may want to pass on to your audience.

5. A diagram entitled "Sequence of Activities" is found at the beginning of each new activity. The purpose of this diagram is to signal the start of the new activity marked with the notation, "YOU ARE HERE."

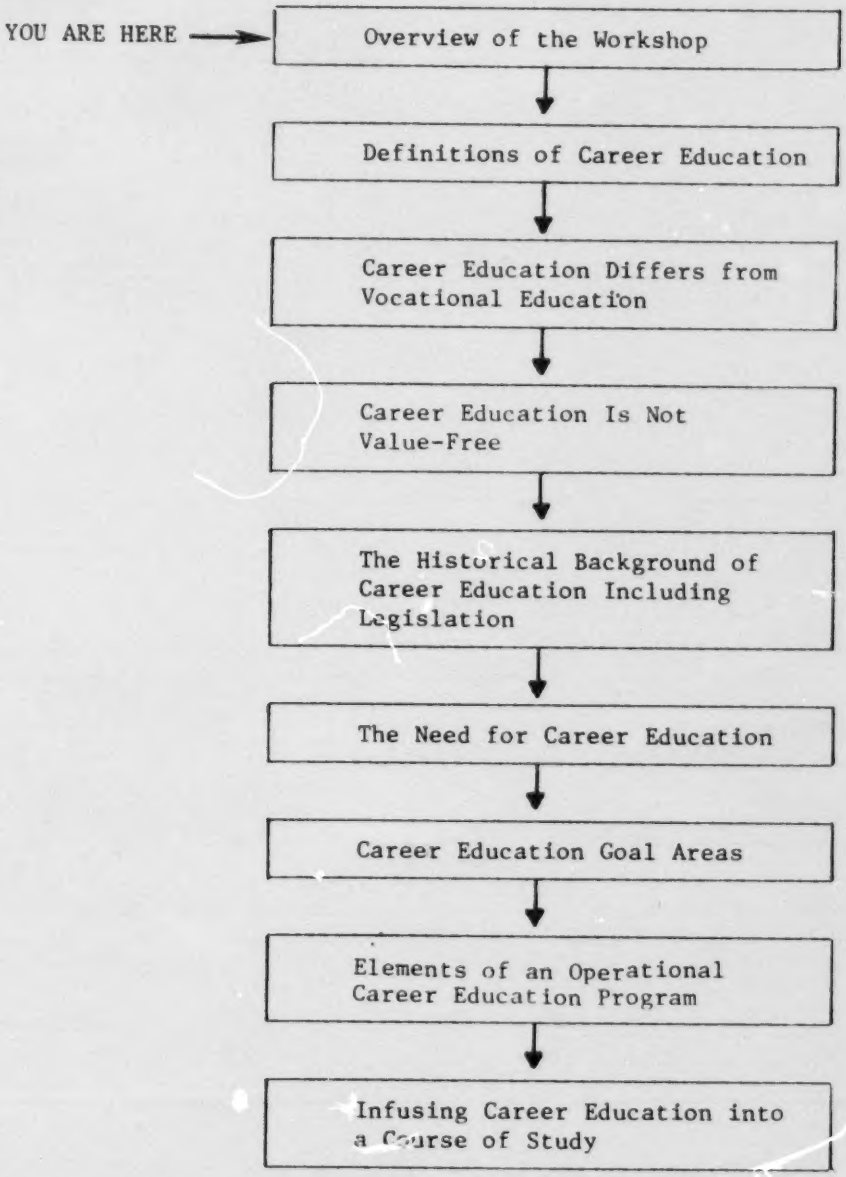
6. This workshop description is not intended to be the sole basis for your qualification to lead the workshop. Trainer orientation and technical assistance from Research for Better Schools, Inc. are recommended.

7. Before attempting presentation of any activity, you should become familiar with this entire document.

8. During some workshop activities, participants are encouraged to reach a consensus of opinion. Trainers should attempt to facilitate this process, but also should be willing to accept minority reports.

9. Throughout this workshop, participants are expected to discuss issues of interest. If the trainer believes that the number of participants is too large for an effective discussion, he/she may opt to divide the participants into two or more small groups.

SEQUENCE OF ACTIVITIES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ACTIVITY

Overview of the Workshop

The purpose of this activity is to provide a brief overview of the current workshop.

The estimated time for conducting this activity is 5 minutes.

1. *Distribute the handout, "Agenda--Career Education: Concepts and Practices."*

2. *Explain to participants that this handout outlines the topics to be covered in the current workshop and the order in which these topics will be presented.*

ACTIVITY HANDOUT

Agenda--Career Education:
Concepts and Practices

I. Overview of the Workshop

II. Definitions of Career Education

III. Career Education Differs from Vocational Education

IV. Career Education Is Not Value-Free

V. The Historical Background of Career Education Including Legislation

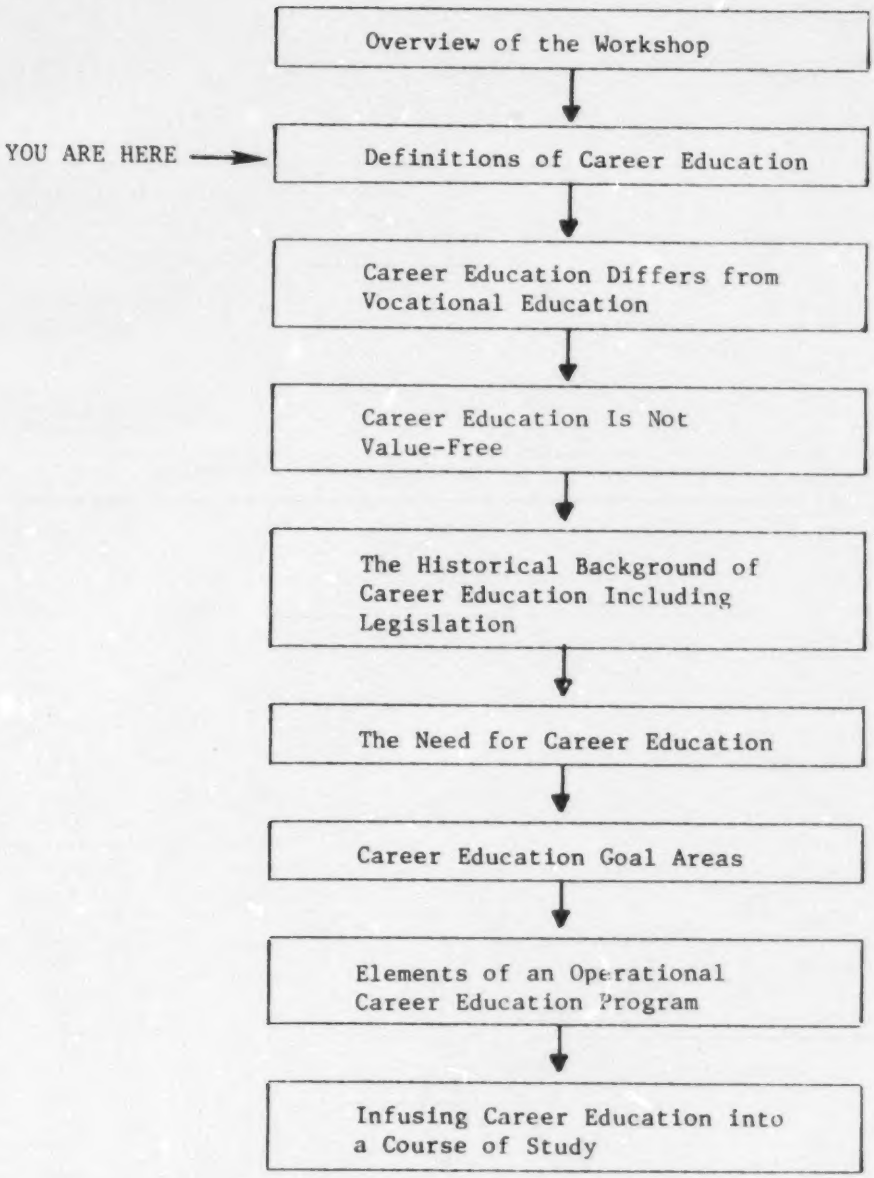
VI. The Need for Career Education

VII. Career Education Goal Areas

VIII. Elements of an Operational Career Education Program

IX. Infusing Career Education into a Course of Study

SEQUENCE OF ACTIVITIES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ACTIVITY

Definitions of Career Education

The purpose of this activity is to learn about career education definitions through an inductive reasoning process. The activity begins with a task of sorting items related to career education into various categories, and concludes with a discussion of definitions "discovered" in the item pool.

The estimated time for conducting this activity is 45 minutes.

Before initiating this activity, the trainer should reproduce several copies of the 24 items printed on the following pages, glue each item on a separate card, and make enough sets of 24 cards so that groups of four or five participants can have their own set of cards to sort.

1. *Instruct workshop participants to form groups of four or five individuals.*

2. *Give each group a set of 24 cards cut from the following pages. Explain that on each card is printed a sentence, partial sentence or phrase which may or may not be true of career education. Participants should read all the cards and then sort these cards into two or more separate categories. The arrangement of cards, as well as the nature and number of categories, should be determined by each group. One example of the way in which cards might be arranged is as follows:*

   - Definitions of career education (e.g., the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living).

   - An objective of some career education program (e.g., an effort to provide students with current information about availability of jobs).

   - False perceptions about career education (e.g., a dual system of education within a school, one dealing with academic subjects and the other with preparation for employment).

   A discussion about the relationship between career education and vocational education may develop as a part of this activity. If this occurs, the trainer should include the next activitiy entitled "Career Education Differs from Vocational Education" as part of this activity.

3. *Once the small groups have finished categorizing their cards, ask each to report its classification scheme to the group at large. Encourage participants to discuss the similarities and differences of the reported schemes.*

4. *Ask participants to identify which of the items in the card sort are definitions of career education. Explain that these definitions differ from each other in terms of their role orientations.*

5. *Distribute the handout, "Career Education Definitions Continuum," and draw the continuum diagram on a posterboard or chalkboard. Direct participants to arrange the definitions along the worker-oriented/life-role-oriented continuum on their handout.*

6. *Distribute the handout, "State Plans and Other Career Education Definitions." Explain to participants that these definitions are identical to those written on the cards in the card sort and, hence, on the continuum. Instruct participants to match definitions on the handout, "State Plans and Other Career Education Definitions" to those written on the continuum. Finally, ask participants to select the definitions they prefer and to state why this is so.*

- 1 -

An approach to postponing work decisions until all students know themselves, the range of occupations, and decision-making skills well enough to make wise choices.

- 2 -

A program to help students acquire adaptability skills, decision-making abilities, and knowledge as preparation for paid and unpaid employment work.

- 3 -

Curriculum content which tries to show the relevance of academic subjects to career needs.

- 4 -

The totality of experience through which one learns about and prepares to engage in work as part of his or her way of living.

- 5 -

A subject area which aims to increase students' understanding of self and of occupational alternatives.

- 6 -

An instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development.

- 7 -

A purposeful, sequential process through which the schools, family, and total community cooperatively seek to assure the satisfactory career development of young people and their preparation for adulthood and successful transition into the world of work.

- 8 -

A concept which is difficult to define and which, therefore, is difficult to carry out.

- 9 -

A lifetime education or education to meet career needs at every stage during one's life.

- 10 -

A recently proposed remedy to correct shortcomings in traditional educational programs.

- 11 -

A separate school subject which teaches students to prepare for entry level positions.

- 12 -

A dual system of education within a school, one dealing with academic subjects and the other with preparation for employment.

- 13 -

An effort to provide students with current information about availability of jobs.

- 14 -

A concept that will prepare students for the world of work, even though this might detract from the basic skills of reading, writing, communications and computation.

- 15 -

An effort to encourage students, especially minorities, to make early occupational choices.

- 16 -

A development in students of those competencies which will allow them to explore, understand and perform well the worker role and to comprehend the relationship of the worker role to other life roles such as citizen, family member, consumer, student, and participant in aesthetic and recreational activities.

- 17 -

A continuing educational process used deliberatively and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying and potentially changing career roles.

- 18 -

A totality of experiences which one learns about and prepares to engage in work -- paid and unpaid -- as part of an effective way of living.

- 19 -

Another name for vocational education, which is learning specific skills for paid jobs through specialized programs.

- 20 -

A school program which is usually the sole responsibility of guidance counselors.

- 21 -

A program for providing every student with marketable skills upon leaving high school.

- 22 -

A concern with filling jobs that will meet the needs of business and industrial organizations.

- 23 -

A program in education which reduces college and university enrollment by stressing preparation for work and life roles upon graduation from secondary school.

- 24 -

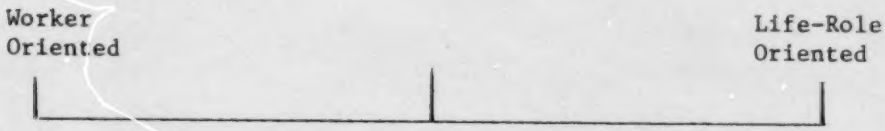
All studies, activities and experiences through which the individual learns about work as a part of living.

ACTIVITY HANDOUT

Career Education Definition Continuum

DIRECTIONS: As a part of the career-education-definition activity, we have been discussing several definitions of career education. Please arrange these definitions in a logical manner along the continuum below.

DEFINITION CONTINUUM



ACTIVITY HANDOUT

State Plans and Other Career Education Definitions

Council of Chief State School Officers - Career education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development.

Delaware State Plan - Career education is the totality of experiences through which one learns about and prepares to engage in work -- paid or unpaid -- as part of an expected way of living.

Florida State Plan - Career education is lifetime education. It is education to meet career needs at every stage during one's life.

Kenneth Hoyt's Definition - Career education .... becomes the totality of experiences through which one learns about and prepares to engage in work as a part of her or his way of living.

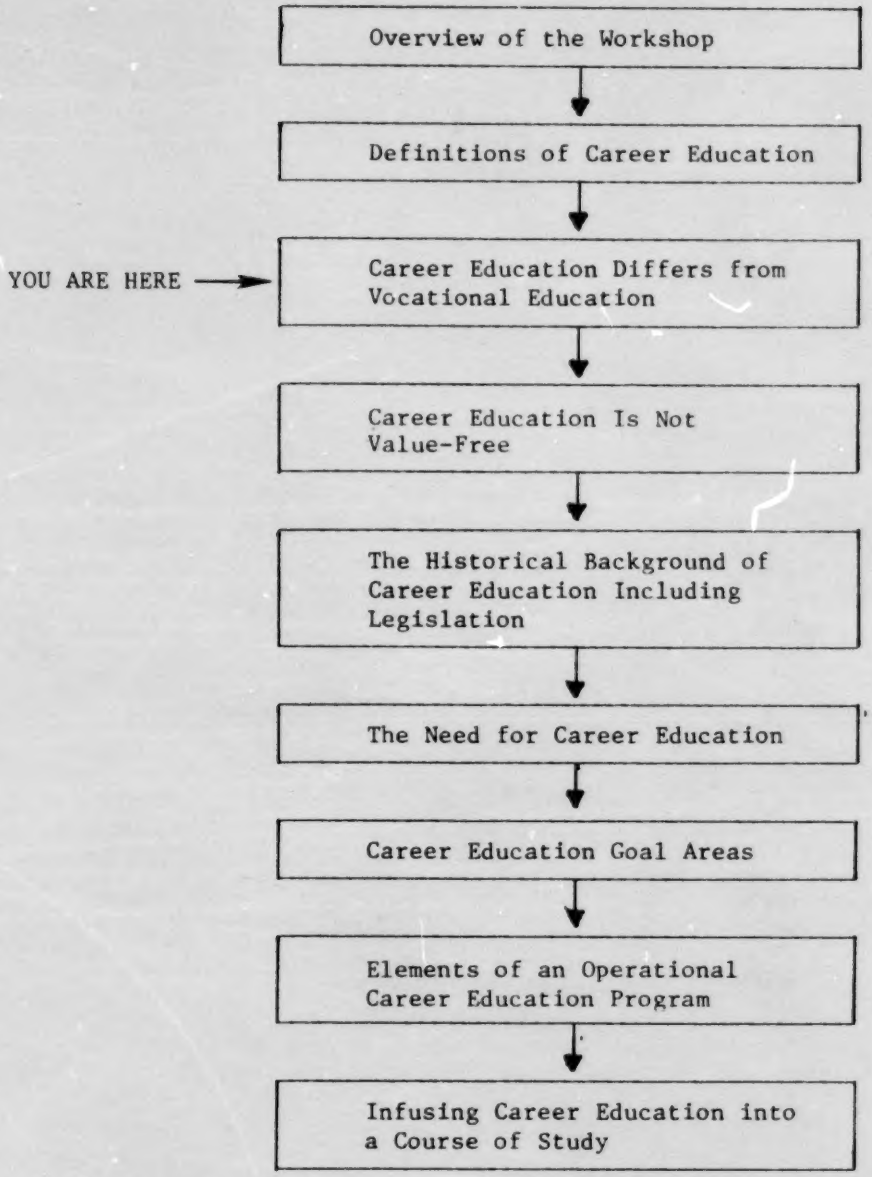
Maryland State Plan - Career education is a continuing educational process used deliberatively and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying, and potentially changing career roles.

New Jersey State Plan - Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Pennsylvania State Plan - Career education is a purposeful, sequential process through which the schools, family and total community cooperatively seek to assure the satisfactory career development of young people and their preparation for adulthood and successful transition into the world of work.

RBS - Career education is the development in students of those competencies which will allow them to explore, understand and perform well the worker role and to comprehend the relationship of the worker role to other life roles such as citizen, family member, consumer, student, and participant in aesthetic and recreational activities.

SEQUENCE OF ACTIVITIES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ACTIVITY

Career Education Differs from Vocational Education

The purpose of this activity is to review the differences between career education and vocational education.

The estimated time for conducting this activity is 15 minutes.

Use the information below as a basis for lecture or discussion:

- Career education is a global term while vocational education is an important and integral component of career education. The easiest way to describe the relationship between career education and vocational education is to point out that the latter is part of the former.

- Career education is concerned not only with paid work but also with work that is unpaid and volunteer, the work of the homemaker, and work done as part of productive leisure time. Vocational education focuses on paid employment.

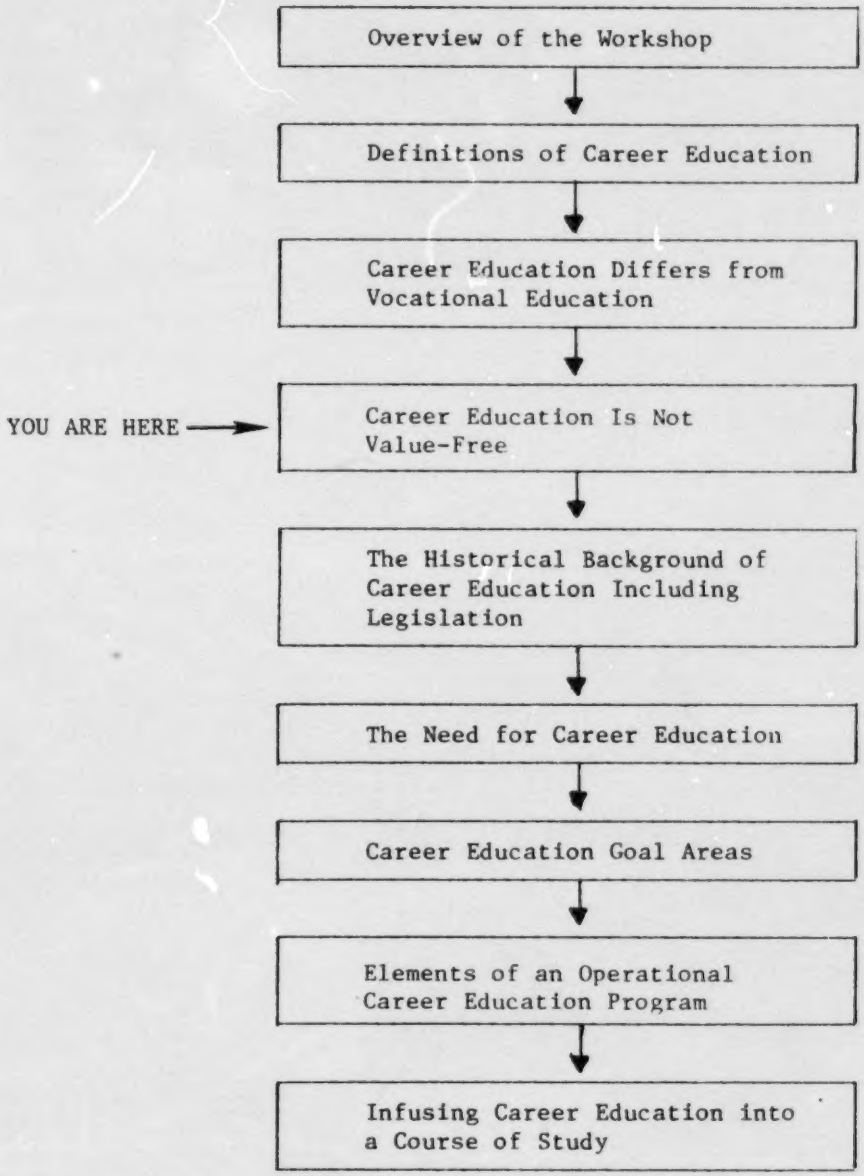
- Career education includes preparation for all types of work including preparation for the professions and similar careers requiring a baccalaureate for entry. Vocational education is concerned with preparation for large numbers of vocational and technical careers which are nonprofessional and require less than college degree for entrance, but which typically require more knowledge and skills than possessed by graduates of a general high school curriculum.

- Career education is concerned with all students at all levels of education, beginning in elementary school. Vocational education focuses on a group of students, and it seldom begins below age 14.

- Career education emphasizes general skills useful for adapting to change. Vocational education concentrates on specific job skills.

- Career education emphasizes incorporating career education concepts and awareness into all classroom content and techniques. Vocational education focuses chiefly on offering specific training courses.

SEQUENCE OF ACTIVITIES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ACTIVITY

Career Education Is Not Value-Free

The purpose of this activity is to examine values which influence career education programs.

The estimated time for conducting this activity is 45 minutes.

1. *Ask participants to write on a piece of paper their favorite letter, word, and color and to think of the reasons why they made these selection. Some people may have trouble with some of the items, for example, their favorite letter. You may want to help them individually.*

2. *When everyone has finished, begin by revealing what you have written. For example, "My favorite letter is Z because my handwriting is bad and I can make a Z well and because when I was a kid Z stood for Zorro, one of my favorite heroes." Ask participants to state their (a) name, (b) their favorite letter, word, and color, and (c) their reasons for choosing their favorite letter, word, and color. In the interest of saving time, you may want to limit discussion only to one of the above (i.e., favorite letter, word, or color).*

3. *Conclude by stating that during the last few minutes, we have been making judgments or claims about letters, words, and colors. We frequently make such jugments without explicit attention to the values underlying them. Decisions about career education are often made without explicit regard for our values.*

4. *List the following underlined definitions on a chalkboard or posterboard and discuss them as follows:*

   - Value: A value is the degree of worth or merit (e.g., ranging from good to bad, right to wrong, important to worthless, preferable to not preferable) which an individual places on various aspects of his/her experiences. Thus, values become the basis of standards of conduct, beauty, efficiency or worth that a person endorses and tries to live up to or maintain.

   - Value Statements: Values are reflected in specific value statements, judgments or claims that individuals make. For example, the statements we made about our favorite letters, words, or colors indicated something about the values or standards we hold. Value statements are often, but not always, distinguished from factual statements by the inclusion of words such as should, ought, good, bad, or better.

Determining what values underlie a value statement is usually a difficult task. Part of the difficulty stems from the fact that values are often not recognized and are not always accurately translated into value statements by the person holding the value. In addition, values are often inaccurately inferred by individuals listening to the value statement.

Teaching specific qualities of worth in the public schools is often criticized as totalitarian instruction or brainwashing. However, values education is unavoidable since all of us engage in valuing. For example, a teacher's actions, sayings, discussion topics, choice of reading assignments and materials, class activities, and examinations suggest he or she believes certain ideas, events, individuals or other phenomena are more important than others for students to consider.

Probably most values education in our schools occurs implicitly (e.g., through the accidental use of certain books and materials) rather than explicitly through careful planning and design. A key question to consider is whether values education should be permitted to develop in a haphazard manner without conscious and specific involvement of school administrators, teachers, students, parents and community members. Edwin L. Herr writes (1980, p. 1):

> However educational purposes and standards are defined, they immediately become part of some value domain. Every [career education program]...proposes outcomes, it rests upon assumptions about intervention strategies, organizational structures are suggested and some set of alternative conceptual models rather than another is chosen. Each of these choices is value laden, not neutral. Every choice is ultimately a choice of value to be realized or served.

5. *Ask participants to discuss why values are important in career education. The following answer should be suggested:*

Values underline most, if not all, human behavior. Our decisions about how much and what type of career education should be taught in our schools clearly reflect our values. Values also serve as a perceptual screen and in this way, they influence our interpretation of the success or failure of a career education program.

6. *Distribute the handout, "Career Education Values and Implications." Ask participants to express their reactions to the five value statements included on this handout.*

7. *Conclude this activity by asking participants to discuss their relevant career education values and the implications of these values.*

ACTIVITY HANDOUT

Career Education Values and Implications

Examples of career education values and some of their implications are as follows:

- The importance of accepting that a person's career is defined by the way he/she balances the various life roles. While the worker role becomes the focus for career education, students are encouraged to consider how that role influences and is influenced by other life roles. Students also consider various kinds of work (paid, unpaid) and different kinds of work ethics. School staff are encouraged to understand and explain the work role and how that role relates to other life roles.

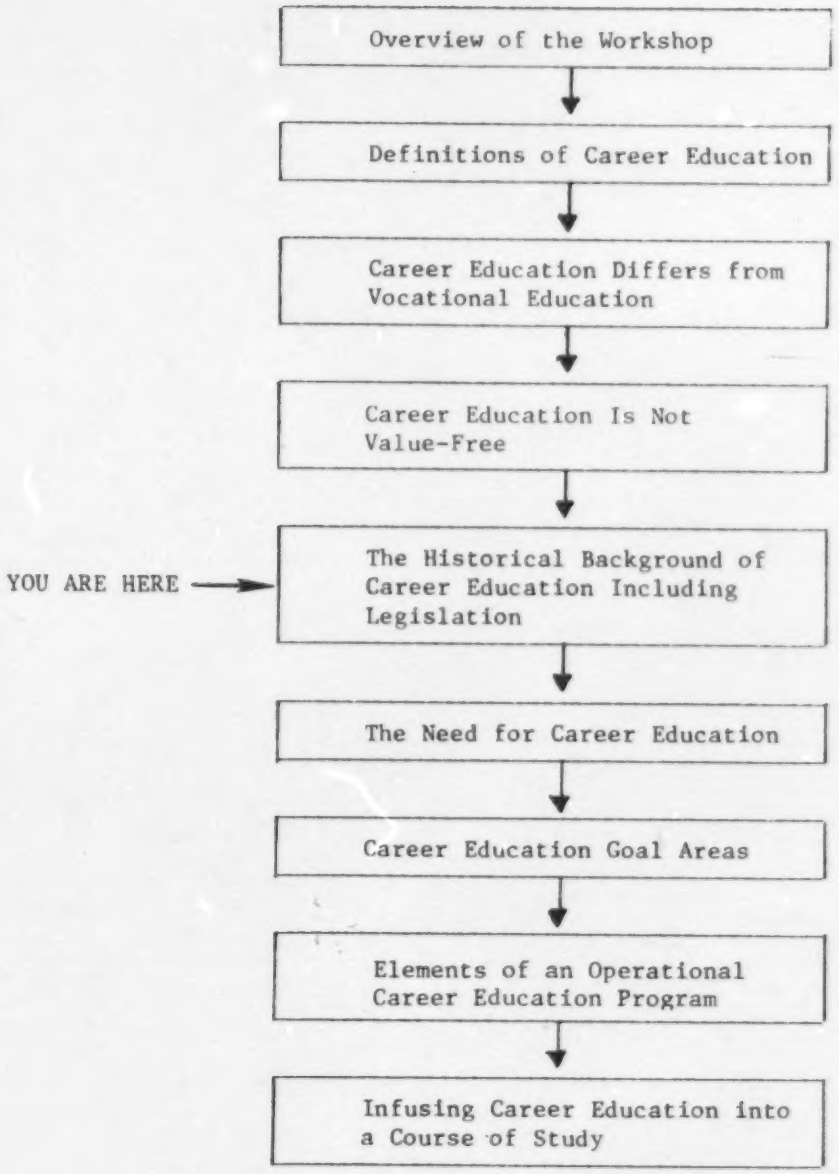
- The importance of reducing stereotyping behaviors. Career education is concerned with the need to sensitize students to the ways that ethnic and sexual stereotypes reduce the range of career options open to them and others. Students are encouraged to adopt active stances to combat stereotyping behavior as it occurs. School staff are encouraged to initiate action to eliminate stereotyping behavior before it occurs and to combat it when it does occur.

- The importance of academic education and life experience in preparing people for career roles. Career education is concerned with establishing relationships between academic education and real life situations. Students are encouraged to see the linkages between what occurs in school settings and what occurs in non-school settings. School staff are encouraged to facilitate linkages between classroom learning settings and other learning settings within and outside of school.

- The importance of seeing that the process of becoming career educated is developmental. Students are encouraged to see the need for acquiring knowledge, skills and attitudes that enable them to adjust career plans as external conditions and personal preferences change. School staff are encouraged to find ways to provide learning experiences compatible with ways students develop.

- The importance of seeing that career education is valuable for all people. School staff are encouraged to see that career education is appropriate for all, including young and old, mentally handicapped and intellectually gifted, poor and wealthy, males and females, and students in elementary schools, graduate colleges, and trade schools. All students are encouraged to participate in career education activities.

SEQUENCE OF ACTIVITIES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ACTIVITY

The Historical Background of Career Education Including Legislation

The purpose of this activity is to briefly review the historical background of career education.

The estimated time for conducting this activity is 30 minutes.

Use the information below as a basis of lecture or discussion:

- The term career education was first used in 1970 by the U.S. Commissioner of Education, James Allen, in a speech before the National Association of Secondary School Principals (NASSP). The bulk of Allen's speech consisted of a very cogent argument for vocational education. In addition, the speech evidenced knowledge of career development and its relationship to manpower demands, problems of alienation, the human condition and school problems (Bailey & Stadt, 1973, p. 268).

- Allen's successor, Sidney P. Marland, Jr., described and popularized the term career education. Speaking to the same professional group which Allen addressed the year before, Marland (1971) spoke directly to the point of career education. He proposed "that a universal goal of American education, starting now, be this: that every young person completing our school program at grade twelve be ready to enter higher education or to enter useful and rewarding employment" (Bailey & Stadt, 1973, p. 269).

- It is generally agreed that Marland's speech, which called for career education as a policy for educational reform, did not advance a totally new idea. For example, precedents for Marland's comments are as follows (Herr, 1972, pp. 13-16):

  1759--Benjamin Franklin viewed education as serving pragmatic and utilitarian purposes in facilitating the creation and mobility of a middle class. He proposed instituting this educational philosophy in his "Public Academy" for the youth of Philadelphia.

  1862--The Morrill Act set aside public lands to support agricultural education (thus, establishing land grant universities), and indirectly recognized that rural school offered little

direct relevance to the farmers and their families in carrying out their daily work or in solving the problems with which their occupations confronted them.

1871--Commissioner Easton advocated introducing commercial subjects into the public schools.

1876--Morrill recommended the support of practical manual and industrial education in order to distribute immigrants among occupations and industries which needed their labor.

1917--The Smith-Hughes Act allocated federal funds to the states to stimulate not only agricultural studies, but, also, those subjects important to the trades, industries, and home economics.

1918--The National Education Association's Commission on the Reorganization of Secondary Education targeted vocational education as one of its seven main objectives of U.S. secondary education.

1963--Vocational Education Act.

1968--Vocational Education Amendment. The Act of 1963 and the Amendment of 1968 virtually rejected all of the assumptions on which previous legislation had been based. These legislative acts spoke of employability as having a longitudinal character as well as both affective and cognitive dimensions. In addition, they emphasized establishing linkages between vocational education and general education and between vocational education and guidance. Finally, and perhaps most importantly, these legislative acts asserted that the needs of the individual, and particularly those with special needs, should receive primary attention in planning educational programs (Bailey & Stadt, 1973).

- Marland himself feels that the "birth" of the current career education efforts occurred at a meeting of the Chief State School Officers in June 1971. At that time, he proposed that nine million dollars, available for discretionary use by states for vocational educational development, be used for career education models. If this idea was adopted, he then would provide another nine million dollars, available for his discretionary use in support of educational projects, to match the state expenditures for their career education models. The proposal was accepted by the Chief State School Officers and carried out.

General guidelines for these career education models called for:

- strong emphasis on guidance and counseling of students
- programs to increase self-awareness, career awareness, career orientation, career exploration, and career preparation
- efforts to place students in jobs or extended education after leaving secondary school.

- In addition to these beginnings, by 1972 a number of school districts had begun career education without state or federal funding.

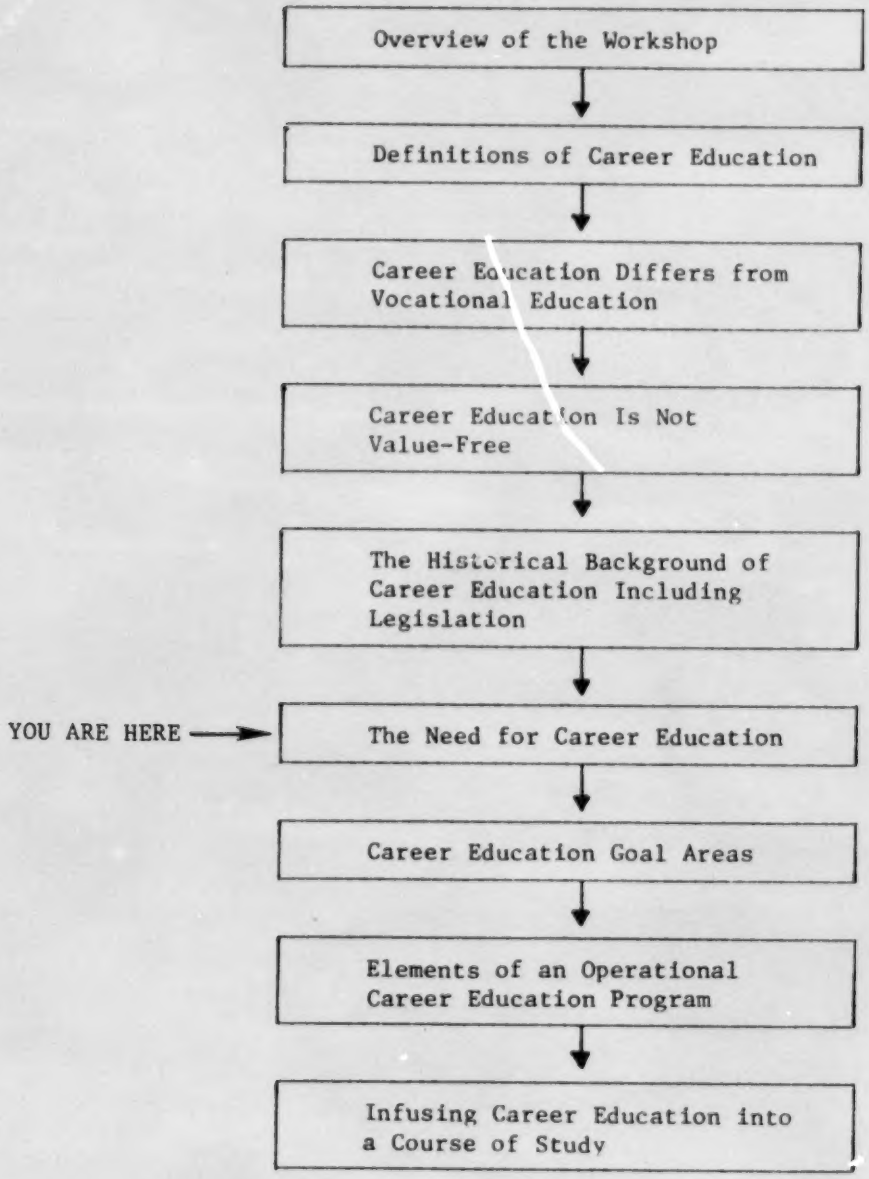
- In June 1972, Congress passed a set of Education Amendments. Among the planning activities provided for in "Part B: Occupational Education" was:

> ....the development of a long-range strategy for infusing occupational education (including general orientation counseling and guidance, and placement either in a job or in post-secondary occupational programs) into elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education at the post-secondary level but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice. (Marland, 1975, p. 9)

- The first legislative use of the term, "career education," was in the Education Amendments of 1974. This law also provided the first authorization of money ($15,000,000) specifically for career education. It established an Office of Career Education, a Director for that office, and an Advisory Council on Career Education. It directed that funds be used for further planning and development activities as well as a survey of current programs in career education.

- The Career Education Incentive Act (1977) provided funding for implementing career education programs in grades K-12.

SEQUENCE OF ACTIVITIES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ACTIVITY

The Need for Career Education

The purpose of this activity is to examine the need for career education in terms of society in general, personal careers, and the local school system.

The estimated time for completing this activity is 60 minutes.

1. *Explain to participants that career education has been receiving much attention from the community at large. It is important for us to take a look at why there is such interest in career education and why it is being expressed now. For example:*

   - Rapidly changing technology requires a work force with an adaptability to change. Many people change their careers during their lives. Career education responds to the need to be adaptable by encouraging the view that education is a life-long process.

   - The uncertainty of economic growth and the increasing size of the work force have combined to create a highly competitive job market. Career education helps to prepare students with flexible skills basic to many careers so that they can function more successfully in this competitive market.

   - Adult role models for youth are generally limited to persons found at home and at school. Career education introduces students to other adults who work in the community.

   - Workers are performing more specialized jobs and often feel very isolated in their work. This often produces a feeling of alienation. Career education can help workers see how they fit into the overall picture, and how they are interdependent.

   - Students have reflected the traditional attitudes of our society by thinking that a person's sex or race dictates the kind of job he or she can hold. Career education tries to change this stereotypic view.

   - Lack of opportunity to apply basic skills has left students doubting the value of these skills. Career education provides students with an opportunity to apply some of the basic skills in real work situations.

   - The community offers many learning opportunities that are not presently being used by the schools. Career education makes use of these opportunities.

- Employers complain that youth today do not have proper work attitudes. Career education seeks to familiarize students with the importance of these attitudes.

- Students need a variety of ways in which to learn and excel. School has given students a limited number of ways to discover their strengths and to succeed. A program of career education broadens these areas of potential student success.

- Several studies have highlighted the inadequate and unrealistic picture which students often have of the world of work:

  66% believe that women do not work after marriage despite the fact that women today comprise over 42% of the work force and that over 50% of women age 16 to 64 are in the work force (Hansen, 1980).

  61% believe that people never change jobs throughout their adult life; 43% believe unemployment rates are lower for youths than for adults (Martin, 1974).

- Polls have clearly reflected the thinking of parents, students and educators. They want more career education in schools.

  In response to questions dealing with the public's ideas about the ideal school, Gallup Polls reported in 1979 that, among other things:

  > The ideal school would give much more attention to one's selection of careers than is presently the case. Days should be set aside each year to review career opportunities, perhaps with local professional and business people taking part. School guidance counselors should give more help in selecting careers (p.44).

  Also, in 1980, the National School Boards Association conducted a nationwide survey in which 42% of the school board members and 37% of the superintendents voted career education as the new program "most deserving of increased attention" in the school curriculum ("School Leadership...", 1980).

An earlier study by Harris-Bowlsbey (1975) assessed the concerns of both educational professionals and secondary school students. Seventy-five percent of the professional sample said that career guidance was a critical need at the secondary level. Student responses supported this perception: 21% said they were getting enough help in career guidance while 79% said they desired more.

2. *Explain to participants that the need for career education can also be seen in their own personal lives.*

   A. *Distribute the handout, "Personal Career Line," and review the illustrated career line at the top of the handout. Present the following instructions for creating a career line:*

      - Place an "X" along the line for each job held and each major event that affected a career decision. Include training, summer work, and unpaid job experiences.
      - Label each "X".
      - If you wish to begin the line earlier than high school, you may.
      - Put the "X" on the line if the event is directly related to your current job and off the line if it is not related.

   B. *After participants have located their jobs and job events on their personal career lines, instruct them to determine which ones represent rational, planned decisions and which represent chance, circumstances, or luck. Describe the following coding system:*

      - Place a "P" next to a job-related experience which was planned.
      - Place a "C" next to a job-related experience which occurred as a result of chance elements.
      - Place a "PC" next to a job-related experience which resulted from a combination of elements, but the planned element was stronger than the chance element.
      - Place a "CP" next to a job-related experience which resulted from a combination of elements, but the chance element was stronger than the planned element.

C. *Ask participants to share their personal career lines with others. Focus this discussion around the following questions:*

- How many planned decisions did you have?
- How many decisions were based on chance?
- Are you where you want to be? When did you find that out?
- Why are you there?
- Is there someone you would rather be?
- When did you find that out? How?

D. *Conclude the personal career line exercise by making the following observations:*

- Career lines tend to show more "Cs" than "Ps". This indicates many people perceive that chance plays a large role in career decisions, and that these chance factors can be used to the advantage of the individual.
- Most career lines show more combinations of "CPs" or "PCs" than single "Cs" or "Ps". This indicates people perceive most job decisions to be a mixture of the planned and chance factors.
- Trial and error is in itself a valuable kind of career education. However, in today's tight economy, most students cannot afford the luxury of such haphazard learning, valuable though it may be.

3. *Explain to participants that the need for career education can also be seen at the local school district levels.*

A. *Instruct them to think of either the local school system in which they currently work or an ideal school system, and to name the competencies they think the students should have upon graduation. These competencies will probably include the following:*

- Basic skills
- Interpersonal skills
- Decision-making skills
- Career awareness
- Adaptability to change
- Value system
- Self-awareness
- Ability to overlook traditional sex/race stereotyping
- Sense of responsibility
- Pride in work
- Entry level skills for job
- Realistic idea of the world of work

B. *After writing a comprehensive list of competencies on a chalkboard, direct participants to determine which competencies are not presently being developed sufficiently in students. Mark each insufficient competency with an "X."*

C. *Finally, direct participants to review each of the competencies marked with an "X" (i.e., insufficient competencies) and to determine which are student outcomes of a career education program.*

4. *Summarize this activity by discussing the following major points:*

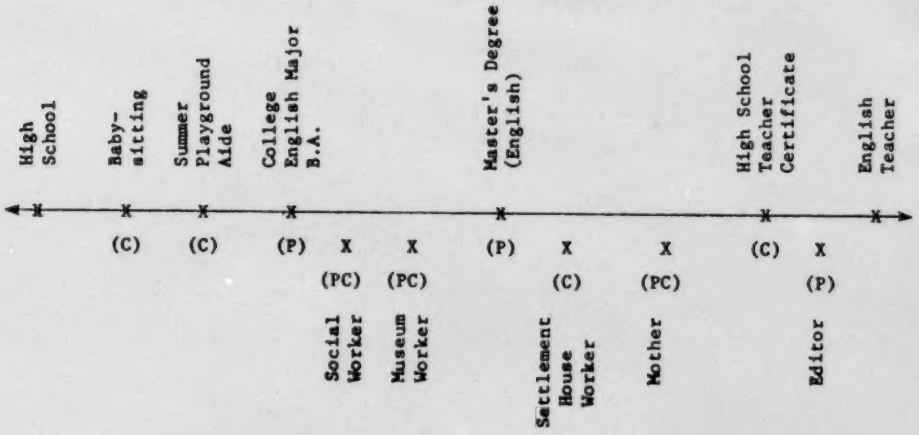
- Economic changes call for career education now.
- Examples of our own career-related experiences emphasize the usefulness of career education.
- Current school programs do not adequately fulfill the goals which career education seeks to actualize.

ACTIVITY HANDOUT

Personal Career Line

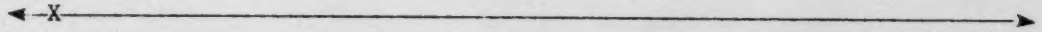
DIRECTIONS: Place an "X" along the line for each job held and each major event that affected a career decision. Label each "X" as shown in illustration below. Determine which jobs and events represent planned decisions and which represent chance decisions. Code the planned with a "P," the chance with a "C," and a combination of the two with a "PC" or "CP."

I. EXAMPLE OF PERSONAL CAREER LINE:

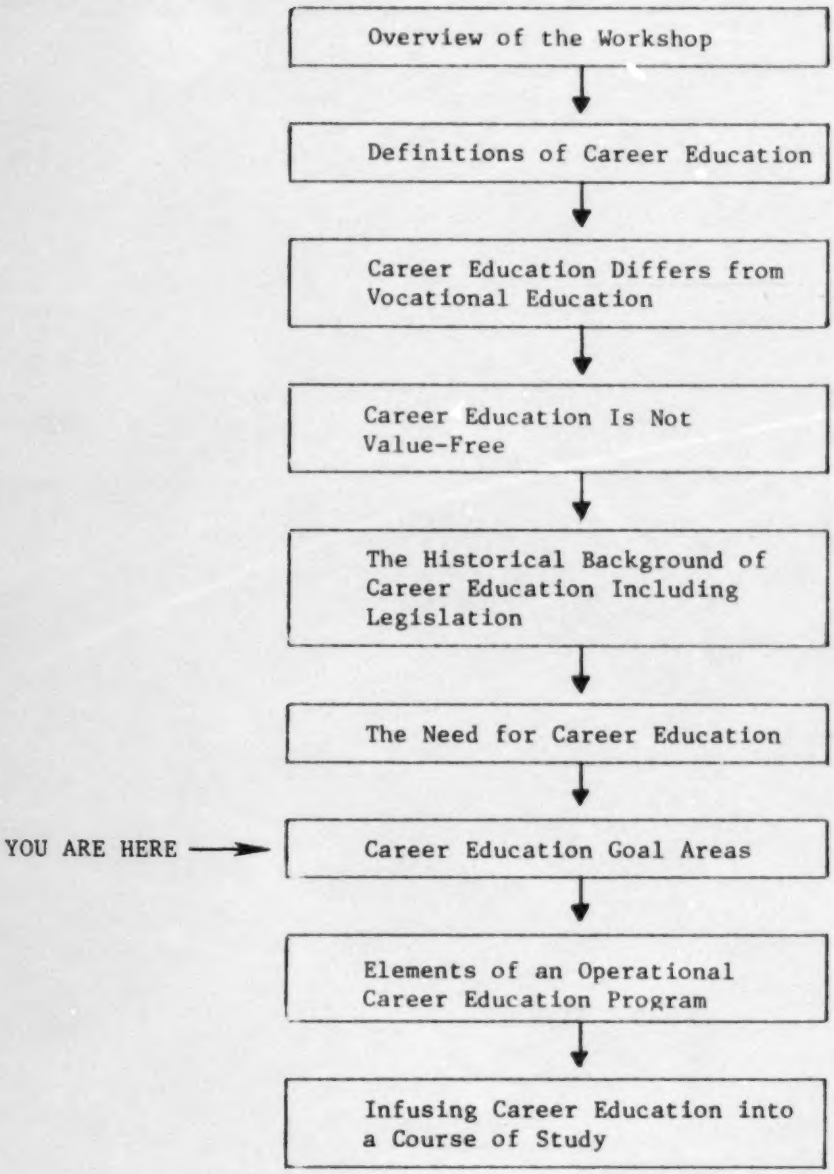


II. YOUR PERSONAL CAREER LINE:

High School



SEQUENCE OF ACTIVITIES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ACTIVITY

Career Education Goal Areas

The purpose of this activity is to introduce a comprehensive list of career education goal areas.

The estimated time for conducting this activity is 60 minutes.

1. *Distribute the two handouts, "A Description of Career Education Goal Areas," and "The Career Education Goal Area Game." Instruct participants to read, first, the descriptions of each of the career education goal areas and, then, the 16 descriptions of each of the career education programs included in the game.*

2. *Explain to participants that the object of the game is to determine which combination of goal areas is included in each of the career education programs. They should indicate their answers on the line next to the project description by placing a letter or combination of letters, which they think best describes the program. The coding system is as follows:*

   A. *Knowledge of self and others*

   B. *Career awareness and exploration*

   C. *Career planning/decision-making*

   D. *Career preparation*

   E. *Career entry and progression*

3. *Explain that correct answers will be given after each participant (or small group of participants) has had an opportunity to complete the game. Each accurate program description (i.e., answer) will count one point. Therefore, the highest possible score will be 16 points.*

   Distribute the handout, "Answer Sheet -- Career Education Goal Area Game," and discuss the correct answers with the participants. Some participants may disagree with the answers on this handout. Accept deviations from the answers on the handout if the participants present logical arguments supporting their points of view.

ACTIVITY HANDOUT

Career Education Goal Areas

Knowledge of Self and Others

Knowledge of self and others is a group of outcomes concerned with fostering in students an understanding of themselves and others and with developing student interpersonal skills. In working toward outcomes in this group, students become aware of their own interests, aspirations, abilities, attitudes and values, and those of others. Students also learn techniques for appraising and analyzing their personal characteristics in terms of career options and begin to plan and take responsibility for self improvement. Further, students develop skills in getting along with others and in working cooperatively to achieve goals. As a result of their work on these outcomes, students begin to develop a clear understanding of themselves, an awareness of the directions in which they wish to change and grow, and sense of responsibility for directing their own growth.

Career Awareness and Occupational Exploration

Career awareness and occupational exploration outcomes are those involving student knowledge of the different kinds of options open throughout one's career and those relating to student learning about how to examine various occupational fields. Students learn about the necessary training, benefits, duties and responsiblities of individuals employed in specific occupations. Students also become aware of the limiting effects of ethnic and sexual stereotyping and they broaden their horizons by examining alternative career roles. In addition, students gain an appreciation of the reasons why an individual would choose a particular type of work and the way in which this choice influences other roles (e.g., family member, citizen, consumer). Students learn how to investigate and assess their own interests, abilities, and values with respect to different occupations. As a result of work on outcomes in this category, students acquire background information about a wide range of careers and they examine in detail those occupational areas which interest them most.

Career Planning/Decision-Making

Career planning/decision-making outcomes involve planning skills and decision-making skills as they relate to planning a career. Students learn that career planning involves examining alternative career paths in light

of one's own interests, aspirations, abilities, attitudes and values, and making decisions accordingly. Students develop an understanding that thoughtful decisions made with an awareness of possible consequences can help them affect their futures in positive ways. Once students have developed planning and decision-making skills, they are ready to formulate their own tentative career plans with the realization that these plans will be revised throughout life.

Career Preparation

Career preparation includes these outcomes which relate to student acquisition of academic and vocational knowledge and skills necessary to enact career plans.

Career Entry and Progression

The career entry and progression outcomes are concerned with developing the ability of students to find both paid and unpaid jobs. In addition, students learn about work attitudes and behaviors which help in retaining a job, and about procedures for moving up the career ladder. For students interested in entering postsecondary education, instruction is also offered on how to seek, gain acceptance into, and complete a program appropriate for them. As a result, students acquire skills which help them obtain their first jobs as well as subsequent employment.

ACTIVITY HANDOUT

Career Education Goal Area Game

DIRECTIONS: The aim of this game is to determine which combination of goal areas is included in each of the career education programs described below. Indicate your answer by writing a letter or letters on the line next to the project description. The goal area coding system is as follows: (A) Knowledge of self and others; (B) Career awareness and exploration; (C) Career planning/decision-making; (D) Career preparation; and (E) Career entry and progression.

_____1. Description: A community-based alternative to traditional schools, with emphasis on basic skills, career education performance-based graduation, and parent and student participation.

Target Audience: Students of all abilities, grades 9-12.

This career education program provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities, and a broad arts program. Throughout, the emphasis is on continuous personal counseling and student responsibility.

Major objectives are: (1) to improve student performance in basic skills; (2) to improve student career decision-making skills; (3) to provide needed counseling for planning, evaluation, and support of student activity; (4) to involve students and parents in school governance and decision making, and (5) to maximize learning opportunities in the community.

_____2. Description: A program to increase self-appraisal, occupational information, goal selection, and planning and problem solving among low-achieving urban tenth graders.

Target Audience: Students in grade 10.

Coordinated activities take place in the career education resource center, the classroom, and the community. The project employs the infusion approach to weave career education content into instruction in academics, counseling, and supplementary student activities. In the academic disciplines, competency-based lesson plans and instructional materials are used to integrate career education into subject area content. Each semester includes a minimum of 40 instructional sessions lasting between 45 and 70 minutes.

_____3. Description: A program for infusing career awareness into the regular elementary curriculum that emphasizes the relationship between careers and basic academic skills.

Target Audience: Students of all abilities, grades 1-6; supplementary learning activity packets for grades 7-8.

Career awareness becomes an integral part of the total curriculum of pupils, grades K-8, through the use of learning activity packets (LAPs). For each grade level, there are 32 different packets, representing 30 occupations. Each packet includes a career story which incorporates the concepts of work as a way of life, and of tools, tasks, training, education, traits, and economics. Opportunity is provided for pupils to exercise individual preferences, to use problem-solving skills, to be creative, and to do some decision making. The packet also includes academic skills.

_____4. Description: A career education effort that uses the integrated approach to career development by utilizing career education activities as part of the on-going curriculum.

Target Audience: Students in grades K-10 of all ability levels.

There is a continual demonstration of the many relationships between school subjects taught and aspects of the world of work. The program provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). At the elementary level, the program develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self-worth. In grades 7-8, the wide range of occupations available, worker characteristics, relevance of school subjects to occupational areas, and evaluation of interests, aptitudes, and abilities receive the major emphasis. The exploration phase introduces in-depth studies in occupational areas of student choice, actual exploration and work experience, and value and interest clarification, with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all segments of the curriculum: individual and environment, education and training, world of work, economics, self employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in the career education process.

_____5. Description: A program aimed at dropout prevention at the secondary school level.

Target Audience: Students, grades 10-12, who have been designated by school officials as having dropped out of school or as having the potential to drop out.

Applicants are dropouts and potential dropout students from high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; lack of major disciplinary problems; lack of family adjustment problems; and negative shifts in academic achievement levels.

Students are exposed to the following courses during the first phase of the program: math, English, history, science, reading. Career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. In addition, career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curriculum consists of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks.

During the second phase, students are exposed to individualized instruction and independent study. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which students have expressed interest is conducted. Career-oriented activities and counseling support continue.

The third phase commences when the students are prepared to graduate. College preparatory activities are implemented for college-bound students. Arrangements are made to place non-college bound students into either advanced skills training, or employment slots.

_____6. Description: A sequentially coordinated career development program that focuses on career awareness, self-awareness, and introduction to decision making.

Target Audience: Students of all ability levels in grades K-6.

This program intends to help children move through the career development process as smoothly as possible, and understand that basic skills such as math, reading, and writing are used daily in the "outside world." The three major outcomes of the program are: increased awareness of life roles, development of and practice with decision making skills, and enhanced self-concept formulation.

The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. The units are interdisciplinary in that they include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth.

_____7. Description: A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

Target Audience: Students in grades K-6.

This project proposes to reduce sex-role stereotyping in students grades K-6, with materials designed to counter such stereotypes in occupational and home sex-roles. Project-developed materials provide students with nontraditional sex-role models. Six occupation simulation packets feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Classroom discussion questions emphasize these points.

_____8. Description: A systematic approach to career education/exploration that allows the participant to search for a "career theme," not just a "job."

Target Audience: For individuals of all abilities, age 12 and up.

This project packages activities which can be used alone for exploration in combination with other activities (career information materials, shadowing, experience-based career education, work evaluation, and employability skills training) to form a more comprehensive system. Thirty-two explorations and a Guidance and Counseling Component comprise the "Regular Edition." Activities include individualized, instruction (fifth/sixth-grade reading levels) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

_____9. Description: A program of inquiry and planning that integrates school and community experiences to help students develop life roles, career choices, and postsecondary plans.

Target Audience: Students of all abilities, grades 9-12.

This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth in student perceptions of their environment; enhanced motivation to learn; and increased ability to plan, solve problems, make decisions, and take action. Three interrelated components form the program: Career Development, Career Guidance, and the Academic Resource Center. The most visible component, and the one that distinguishes this EBCE program from others is Career Development. Career Development directs students into the community for career explorations and contact with working adults. Career Guidance helps students to integrate their job-site activities with personal and academic interests, needs, and skills. This integration is accomplished through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communication skills. The regular school program provides the remainder of students' academic needs.

This EBCE program is designed to be part of the existing school program. Once a week students leave school and spend the day in the community at a business, government office, or service agency participating in specific preplanned activities. Students spend two periods a week in group guidance sessions. Guidance sessions serve both as an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences.

_____10. Description: A sequential career education program focusing on career awareness, exploration and preparation.

Target Audience: Students of all ability levels, grades K-12.

The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has the following process goals: student evaluation of self-characteristics; exploration of broad occupational areas; introduction to the economic and social values of work; introduction to the psychological and sociological values of work; consideration of educational and training alternatives; and development of student decision-making skills related to the other goals.

_____11. Description: An infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision-making.

Target Audience: Students of all abilities, grades 4-12.

The approach to career education in this program is often referred to as "infusion"; that is, the continued demonstration of the relationship between academic subjects and particular occupations or the world of work as a whole.

At the elementary level, activities focus on self-awareness, self-esteem, and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level aim at giving students actual exposure to work.

_____12. Description: A three-year student-oriented program designed to introduce secondary school students to allied health occupations.

Target Audience: Secondary school students.

The purposes of the program are to acquaint students with the allied health field and provide them with training in it; offer students positive educational experiences to encourage and motivate them to continue their education; give students skills and information with which they can compete and move upward in the world of work; give students a better understanding of the health field to make them better consumers of its services; and guide them into positions, occupations, and training programs for further education.

_____13. Description: An experience-based career education program operating in a community setting rather than in a traditional classroom.

Target Audience: Students, grades 9-12.

This Experience-Based Career Education (EBCE) program is an alternative program in which students earn academic credits; explore the real dimensions of many careers; learn about who they are and what they want to become; and master some of the skills they will need to successfully negotiate the complex world of adult living. Their goal should not be to train for one preselected job, but to discover by direct experience which career(s) they consider most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do their studying in the context of real sites with people in the community, and not simply to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin initiating plans for career development.

_____14. Description: A high school program for dealing with disaffected youth.

Target Audience: Disaffected secondary students of all ability level.

This program provides an alternative education program for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program encourages the development of positive student attitude and performance by helping students learn responsibilities to self, school, and society. Through a group-counseling experience, the peer group is guided to deal with the problems causing disaffection.

This program is a "school within a school" for high school students who are not achieving or functioning in a way beneficial to themselves and/or those around them. It seeks to: reduce student disaffection with school and learning; improve each student's grasp of basic skills; build a classroom culture that demonstrates the caring principle; improve each student's ability to relate effectively with peers and adults; give each student a reason to be optimistic about the future.

In addition, the program is highly structured, offering courses in English, social studies, math, and work experience. Instruction is based on ability and need. Curriculum materials are modified to meet the student's level of skill-development and presented in relation to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. They take such classes as science, physical education, health, and electives in the regular school program.

Finally, students are involved in a group counseling experience, called family. Each family consists of eight to ten students and one teacher who meet together for one hour daily throughout the year. The family attempts to help the student develop feelings of caring, self-growth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

_____15. Description: A program that combines career education with human growth and development process, and vocational choice psychology to reduce the effect of gender-role limitations.

Target Audience: Students of all abilities, grades 4-9.

This project aims to expose students to the concepts of growth and change and to make them aware of their needs, skills, strengths, aptitudes, feelings, and motivation. The course relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' attitudes toward the world of work

and to break down occupational stereotypes. At the upper levels, the program aims to increase students' knowledge of the world of work and to align their occupational choices with their occupational interests.

_____16. Description: A career exploration program which integrates community experiences, academic experiences and basic life skills.

Target Audience: Students of all ability levels, grades 11 and 12.

This program allows high school juniors and seniors to earn academic credit while exploring careers in the community. Academic work is related to career exploration experiences, which helps students realize the relevance of subject matter to the real world of work. Heavy emphasis is placed on problem-solving and decision-making skills. Students are required to complete activity sheets on such basic life applications as banking, insurance, personal loans, and budgeting.

ACTIVITY HANDOUT

Answer Sheet--Career Education Goal Area Game

Coding System

A = Knowledge of self and others
B = Career awareness and exploration
C = Career planning/decision-making
D = Career preparation
E = Career entry and progression

1. B: includes community-wide career exploration activities
   C: to improve student career decision-making skills
   D: to improve performance in basic skills

2. A: to increase self-appraisal
   C: to improve problem-solving and planning skills
   D: to infuse career education into academics

3. A: provides an opportunity for students to exercise individual preference
   B: career awareness is an integral part of the total curriculum
   C: use of problem-solving skills and practice in decision-making
   D: packets include an academic skill

4. A: to examine the relationship between the individual and the environment
   B: to teach career motivation, orientation and exploration
   C: the exploration phase includes heavy emphasis on decision-making
   E: employability and work adjustment are integrated into all segments of the curriculum

5. B: on-site exploration of careers
   D: interns exposed to academic courses
   E: place interns into employment slots

6. A: to increase self-awareness
   B: to increase career-awareness
   C: to introduce decision-making skills
   D: to practice math, communication arts, science and social studies

7. B: to expand perceptions of job options

8. B: to gain experience and a feeling for work by performing the project's activities

9. A: to increase accuracy and breadth in student perceptions of their environment
   B: career explorations and contact with working adults in the community
   C: to increase the ability to plan, solve problems, make decisions and take action
   D: to improve communication skills and mathematics

10. A: to evaluate self-characteristics
    B: to explore broad occupational areas
    c: to develop student decision-making skills related to the other goals
    E: to introduce economic, social, psychological and sociological values of work

11. A: to help students develop knowledge and skills in self-awareness and self-esteem
    B: to help students develop knowledge of the world of work
    C: to help students develop decision-making skills

12. B: to give students a better understanding of the health field
    D: to provide students with training in allied health fields
    E: to guide students into positions, occupations and training programs for further education

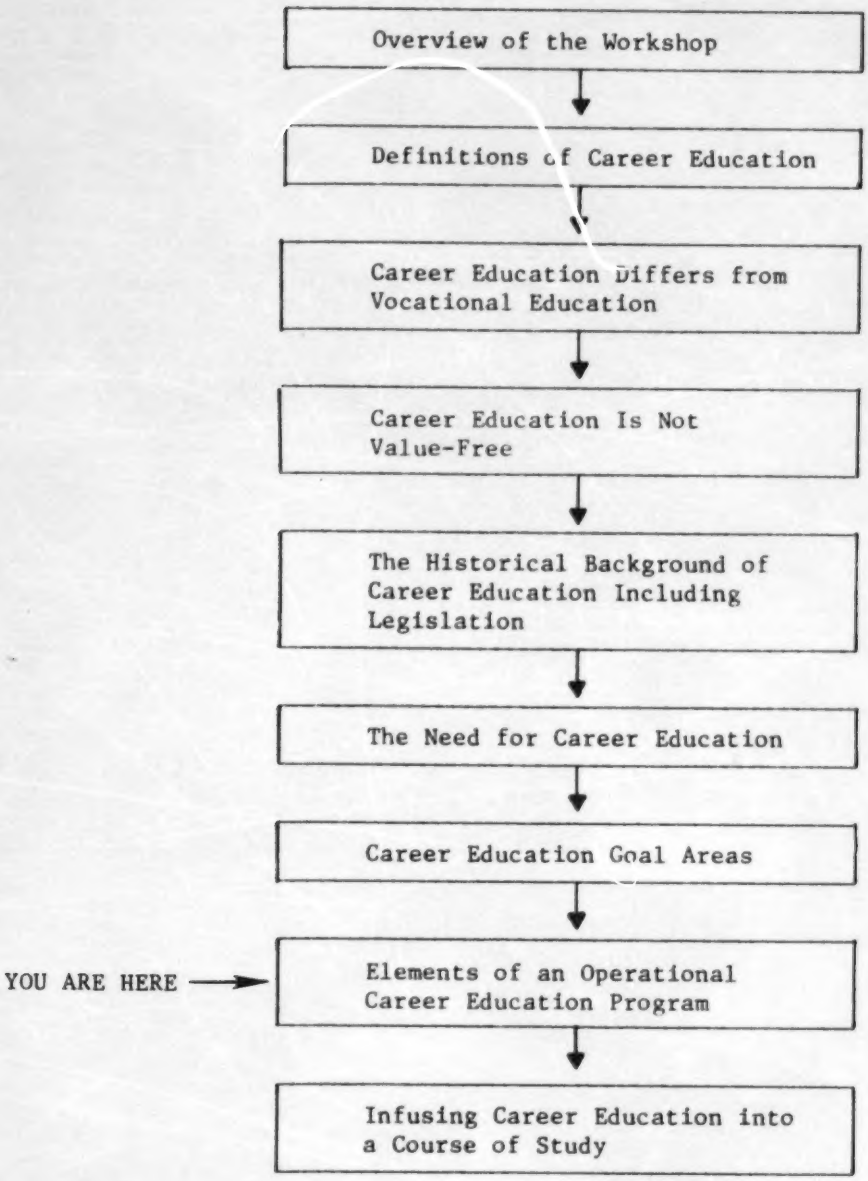
13. A: students learn about who they are
    B: students explore the real dimensions of many careers
    C: students begin to initiate plans for career development
    D: students master some of the skills they need to successfully negotiate the complex world of adult living

14. A: to help students learn responsibility to self, school and society; the family attempts to help the student develop feelings of caring, self-worth and concern for others
    D: to improve each student's grasp for basic skills

15. A: to make students aware of their needs, skills, strengths, aptitudes, feelings, and motivation; to relate occupational informtion to the student's self-concept
    B: to increase students' knowledge of the world of work
    C: to emphasize choosing and examining alternatives in order to make decisions

16. B: to explore careers in one community
    C: to develop problem-solving and decision-making skills
    D: to relate academic work to career exploration experiences

SEQUENCE OF ACTIVITIES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ACTIVITY

Elements of an Operational Career Education Program

The purpose of this activity is to examine possible elements or components of a career education program.

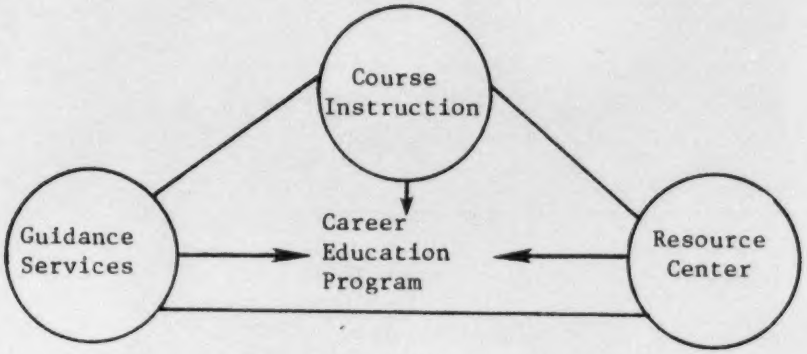
The estimated time for conducting this activity is 45 minutes.

1. *Ask participants to suggest program elements or components which, together, help students achieve career education outcomes. These suggestions should include the following:*

   - *course instruction*
   - *community-based learning activities*
   - *extra-curricular activities*
   - *guidance services*
   - *resource center*
   - *school-community linkage*
   - *staff development*
   - *administration/management*

2. *Explain to participants that elements or components of a career education program might include activities which occur in more than one setting (e.g., one activity might occur in the classroom and home, and another in the classroom and on employer premises). Likewise, some activities may be part of more than one program component (e.g., an activity might be part of the course of instruction and, at the same time, have a community-based learning orientation).*

3. *Next, ask participants to identify and liscuss what minimum elements they think are needed for a career education program. At some point during this discussion, draw the following diagram on a chalkboard or posterboard and suggest that one example of minimum elements might be, course instruction, guidance services, and a resource center.*



4. *Distribute the handout, "Assessment of Career Education in Your School," and direct participants to fill in the chart. Discuss the completed chart by posing the following questions:*

   - Which elements or components do not currently exist in your school system?
   - Which elements or components have a lot, some, little, and no career education in your school system?
   - In which element or component would you like to see more career education included?
   - In what ways might your school faculty go about including more career education in the elements or components identified above?

5. *Conclude this activity by asking participants to evaluate their own school program in terms of the minimum elements identified above. Ask participants, "Do you think your school's career education program meets the minimum requirements discussed? Why or why not?"*

ACTIVITY HANDOUT

Elements of an Operational Career Education Program

Course Instruction

Course instruction includes all school courses and all activities within those courses which contribute to student accomplishment of career education objectives. Activities include those which occur within the classroom and those extra-classroom activities which are assigned as part of a school course (e.g., homework, assigned work experiences).

Community-Based Learning Activities

Community-based learning activities refer to learning experiences which utilize community resources in a community setting and which require students to learn by observing, participating or producing. In a career education program, community-based learning activities include, for example, field trips, cooperative work-study programs, and observing or shadowing workers. Some community-based learning activities might be connected to a specific course of study while others might be offered as optional, noncourse-related learning opportunities.

Extra-Curricular Activities

Extra-curricular activities are experiences that occur under the aegis of schools, but are not part of regularly scheduled course instruction. Some of these activities have a specific career education purpose. Included among these are:

- career fairs - introducing students to an array of career choices through brief written, oral and visual presentations
- career clubs - developing student interest in a field and providing realistic views through specific information (e.g., Future Teachers of America)
- career assemblies - using guest speakers, films, and other "on-stage" devices to acquaint students with occupational opportunities.

Activities whose main purpose is something other than career education may have a career education dimension. Included among these are:

- clubs - providing varying experiences in areas of student interest (e.g., drama club, debating club, chess club) often leading to vocational and leisure time activity choices

- sports activity - providing interpersonal and self-revealing experiences through individual or team efforts

- student government - providing an opportunity for students to participate in governing bodies

- special school project - developing career awareness and the ability to work and cooperate with others through such activities as car washes and bake sales.

Guidance Services

Career guidance services are formulated actions which focus directly on helping students as individuals perform well in life roles. These services usually include:

- appraisal - objective and subjective data collected, analyzed and used to help students better understand themselves

- informational - students are made aware of opportunities available to them so they can make better career choices and decisions

- counseling - students, individually and in groups, are helped toward self-understanding with emphasis on decision-making

- planning and placement - students are helped to make individual career plans and to act upon these plans.

Resource Center

Career resource centers (sometimes referred to as career centers, career learning centers, or career guidance centers) provide a means for developing a variety of career education services and resources to students, staff members, and community members. The range of resources and services might include:

- occupational information files, such as career pamphlets, and computer-assisted information systems
- education/training information files, such as school catalogs and apprenticeship opportunities
- instructional media, such as films, filmstrips, workbooks, games and simulations, and audio tapes
- curriculum guides or instructional activities files
- career exploration resource files, including field trip sites, and opportunities for shadowing, and internships
- human resource files, such as volunteer speakers, consultants and mentors
- job vacancy files
- consultation and training services for teachers implementing career education activities.

Although these resources and services could be provided in many different ways, there are advantages to having them organized and coordinated in one location.

School/Community Linkage

School/community linkage refers to the connections between school staff and non-school personnel such as parents, business and labor organizations, community groups, social agencies, government agencies, and community members in general.

Since students learn about careers in all settings, a career education program benefits from the active participation of community members. Ideally, community members should participate in a career education program by working with school personnel to plan and implement the program and by volunteering as guest speakers or as workers to be observed or shadowed. In addition, community resources such as funds, equipment, and paid and unpaid work opportunities should be used to support a school-sponsored career education program.

Staff Development

Staff development refers to ways by which professional personnel review or acquire skills, knowledge, and attitudes related to career education objectives. Staff development might occur as a result of courses, conferences, workshops, community-based learning activities (e.g., exchanges, shadowing, etc,), and other on-the-job experiences including regular or task/problem oriented professional staff meetings.

In addition, the content of a career education staff development program would ideally include the following: the rationale for a career education program, student outcomes, strategies for implementing a comprehensive career education program, recommended methods and techniques for teaching career education in the classroom, and resources available for career education.

Administration/Management

Administration/management refers to planning, organizing, directing, and controlling human or material resources to accomplish objectives. In the case of a career education program, the task of administering the program should be assigned to one individual (e.g., a career education coordinator) who would be responsible for undertaking the following management functions:

- design and manage the planning and implementation of the program
- assess the roles and responsibilities of staff members in terms of the career education program and the relationship of this program to the school, school district, and community
- examine the career education program to ensure that it is compatible with the school district's rules, regulations and protocols
- construct and administer a budget for the career education program.

ACTIVITY HANDOUT

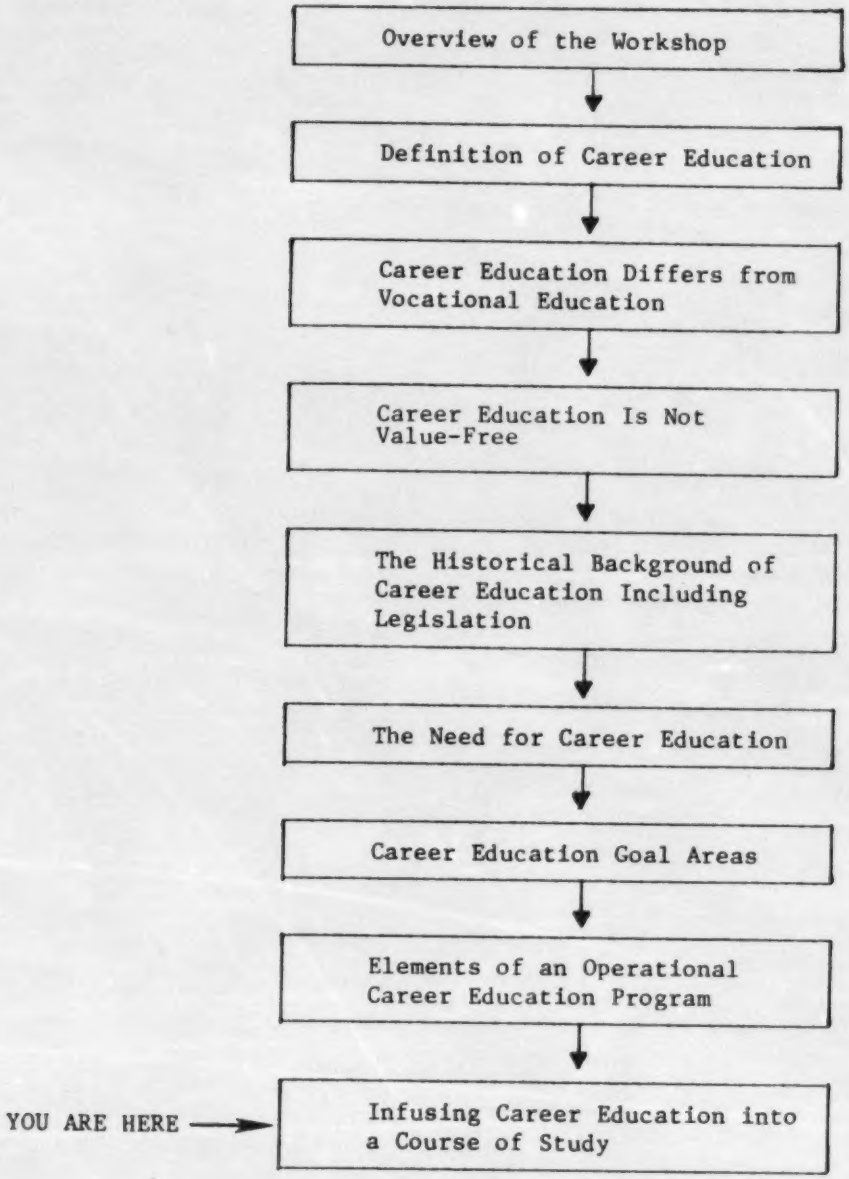
Assessment of Career Education in Your School

DIRECTIONS: (1) Read over the program elements in the left hand column and draw a line through any element or component which you think does not exist in your school.

(2) Assess the amount of career education being taught in each existing element or component by completing the cells in the chart below.

	CAREER EDUCATION			
ELEMENTS/COMPONENTS (Cross out the name of the elements which do not exist in your school/school district)	A Lot	Some	Very Little	None
1. Course instruction				
2. Community-based learning activities				
3. Extra-curricular activities				
4. Guidance services				
5. Resource center				
6. School-community linkages				
7. Staff development				
8. Administration/ management				

SEQUENCE OF ACTIVITIES


Overview of the Workshop
Definition of Career Education
Career Education Differs from Vocational Education
Career Education Is Not Value-Free
The Historical Background of Career Education Including Legislation
The Need for Career Education
Career Education Goal Areas
Elements of an Operational Career Education Program
YOU ARE HERE
Infusing Career Education into a Course of Study

ACTIVITY

Infusing Career Education into a Course of Study

This activity focuses on the meaning of classroom infusion and on instructional methods for career education.

The estimated time for conducting this activity is 30 minutes.

1. *Suggest to participants that career education, when taught through classroom infusion, is not a separate subject, not something added on to the curriculum, but something that is included in, woven into, the existing curriculum. To infuse career education concepts into a subject-matter discipline, one would teach career education as one of several major themes reflected in all instruction. For example, in English, students would be asked to punctuate a paragraph containing occupational information or in music education, they would explore musical occupations both directly and/or indirectly.*

2. *Explain to participants that the following ten methods are among the best used to teach career education.*

   A. Role Play: Role playing is an activity in which one person pretends he or she is someone else and acts in the way he or she believes that the other person would act. Thus, students can act as if they are employers, employees, or recently unemployed workers. According to Lawson and Finn (1978, pp. 303-305), role play has advantages for career education:

      - It provides an unusual opportunity to promote understanding and empathy between different types of people who have difficulty communicating effectively.
      - It allows students to experiment with occupational roles and personalities they may unable to assume in real life.
      - It encourages expression of feelings about careers.

   B. Simulation Games: Simulation games are usually a contest between adversaries (players) who act under contraints (rules) to achieve objectives (win). Since the rules of the game simulate the real world, a by-product of the game is learning.

When students are not able to have hands-on work experiences, simulations of these experiences provide useful substitutes. As described below, simulations are useful in teaching career education (Lawson and Finn, 1979, pp. 306-308):

- They are motivational since most players play to win.
- They provide opportunities to learn and perform well for students within limited or poor reading or other learning skills.
- They integrate students of diverse ability levels.
- They provide practice for decision-making skills.

C. Field Trips: Field trips that are well-planned in structured education setting can provide students with much information about specific jobs, broaden their general perceptions of the working world, help them discover career areas that interest them, and stimulate a desire for more intensive career education experiences. Field trips can be integrated into academic programs. For example, a journalism class may visit a local radio or TV station for help in improving their reporting skills while at the same time learning about news reporting as a career.

D. Peer Teaching: This a teaching method in which a student plans an activity that will promote the learning of other students. This usually includes students organizing lessons and teaching other students. One advanatage of peer teaching is that it nurtures feelings of competence and self-esteem and promotes a sense of responsibility on the part of those doing the teaching. In addition, the students being taught often learn more effectively about the topic.

E. Interview: A basic tool for the collection of information in many situations, both inside and outside of school, interviewing can be used by students of almost any age in conjunction with other career education activities such as field trips, internship programs, or the use of guest speakers. Interviewing can also become an integral part of an academic program which includes aspects of career education. For example, students may be asked to interview local residents in order to study biography as a literary form and to learn about careers of people in the community.

F. Independent Study: Since students are bound to have different concerns, an independent study enables different students to pursue career subject areas that pertain specifically to these different needs and concerns.

G. Reports: Students should be allowed to suggest and report on areas of work that interest them. Reports are useful in teaching career education since they train students to find answers to significant and controversial career questions.

H. Group Discussion: Group discussions can provide a forum where students express their feelings and attitudes about occupations. In addition, group discussions can develop several important skills needed to become aware, explore, and make decisions about occupations and careers.

I. Audio-visual Presentation: Perhaps the best way to teach students about the working world is to send them out into it. When this is not possible, audio-visual presentations can help to bring the working world to the students. They can also serve as a point of departure for self-assessment exercises, group discussions, and an understanding of the process of career decisions. Teacher guides and student workbooks often accompany these materials and suggest further activities.

J. Speakers: Guest speakers who are active practitioners in their field can greatly enrich a learning experience by supplementing or illustrating what is being taught in the classroom. These speakers can be useful for introducing career-related information into an academic course or relating classroom learning to on-the-job activities.

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